Library Scope and Sequence (Big6 Frame Work)

Step 4: USE OF INFORMATION/ CyberCurriculum (Feb)

Grade 1

Ohio Library Guidelines

* Know that some books are true and others are make-believe (e.g., nonfiction and fiction). (IL:C:2)

* Use information and communicate findings orally, visually, or in writing. (IL:E:4)

* Use teacher- or librarian-selected Web sites to find information or learn new things. (TL:B:2)

* Explain how clothing and costume are used to convey factual and fictional information. (TL:B:3)

**CyberSmart**

* Ethics and Property
  + Recognize that objects, including computer equipment, have owners
  + Identify the school as the owner of its computers and related equipment
  + Demonstrate respect for the property of other people and the school

**Activities:**

**CyberSmart**

* Ethics and Property

|  |  |
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| [Is This Yours?](http://cybersmartcurriculum.org/mannersbullyingethics/lessons/k-1/is_this_yours/) | [Is this Yours?](http://cybersmartcurriculum.org/assets/files/activitysheets/k-1/Is_This_Yours.pdf) coloring page |

* + Children learn that computers, like other objects, are property and should be respected.

**Additional Resources**

*See also* PLPDublineDallas10 - 1st Grade Lessons and Resources

<http://plpohiodallas10.wikispaces.com/1st+Grade+Lessons+and+Resources>

**The internet is about sharing ideas.** The internet gives us easy access to all kinds of great information. This recording of information was made by many different people we will never have the opportunity to meet. Still, their thoughts and idea belong to them and it is okay to use their ideas as long as we give them credit. In exchange, we hope that we will be given credit for the work we share and post. In the story Goldilocks and the Three Bears, a naughty little girl enters a house and helps herself to someone else's food, chairs, and beds. Read the story of Goldilocks, watch the Unit4ed Streaming [classic video](http://player.discoveryeducation.com/index.cfm?guidAssetId=CFD28057-181F-4B44-8F90-6CAECC3E719F&blnFromSearch=1&productcode=US) (5 min. 41 seconds) or [James Marshall's version](http://player.discoveryeducation.com/index.cfm?guidAssetId=F7067FE8-8598-4EB9-B122-28B39F0AB4F8&blnFromSearch=1&productcode=US) (8 min.) [James Marshall Library, MES, VC398.2 Mar), Discuss how it is wrong to take what is not yours and make the connection to information on the Internet. Talk about all the information available and that all of us can create, collaborate and share, but we need to remember to give credit to creators.

Suggested Teacher Discussion Questions:

* Why is it important to give credit to the owner of the work?
* How do we give credit for someone else's work on the internet?
* How do you give yourself credit for work you post? (ie: post without using last names, personal information...)

Pasted from <<http://plpohiodallas10.wikispaces.com/1st+Grade+Lessons+and+Resources>>

Grade 2

Ohio Library Guidelines

* Find information about a question using library resources. (IL:E:4)

* Use information to communicate findings orally, visually or in writing and draw conclusions about findings. (IL:E:5)

* Read information from a Web site assigned by teacher and identify the name and topic of the Web site. (TL:B:4)

**CyberSmart**

* Ethics and Property
  + Identify the work of others as "property"
  + Describe rules for respecting computer-related property

**Activities**

CyberSmart

* Ethics and Property

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| [Whose Property is This?](http://cybersmartcurriculum.org/mannersbullyingethics/lessons/2-3/whose_property_is_this/) | [Whose Property Is This? Student handout](http://cybersmartcurriculum.org/assets/files/activitysheets/2-3/Whose_Property_Is_This.pdf) |

* + Students extend their understanding of "property" to include not only computer equipment but also the work of others, and then discuss rules for respecting such property.

Grade 3

Ohio Library Guidelines

* Distinguish between the concepts of information (organized data and facts) and data (raw facts and figures) and identify examples of each. (IL:D:1)

* Take simple notes and organize information into a logical sequence. (IL:E:5)

* Summarize and draw conclusions about information gathered. (IL:E:4)

* Make a list of resources used. (IL:E:6)

* Use age-appropriate Internet resources and fee-based (subscription resources) delivered by the Internet. (TL:C:4)

**CyberSmart**

* Ethics and Property
  + Identify the work of others as "property"
  + Describe rules for respecting computer-related property

**Activities**

CyberSmart

* Ethics and Property

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| [Whose Property is This?](http://cybersmartcurriculum.org/mannersbullyingethics/lessons/2-3/whose_property_is_this/) | [Whose Property Is This? Student handout](http://cybersmartcurriculum.org/assets/files/activitysheets/2-3/Whose_Property_Is_This.pdf) |

* + Students extend their understanding of "property" to include not only computer equipment but also the work of others, and then discuss rules for respecting such property.

**Additional Resources**

Research Building Blocks: "Cite Those Sources!" (Read, Write, Think)

<http://www.readwritethink.org/classroom-resources/lesson-plans/research-building-blocks-cite-158.html?tab=4#tabs>

Website Evaluation Checklist (Bellevue Public Schools)

<http://www1.bellevuepublicschools.org/curriculum/k6web/websiteevallesson/websiteevalchecklist.pdf>

Grade 4

Ohio Library Guidelines

* Collect information (organized data and facts) and data (raw facts and figures) and identify answers to questions (e.g., locate data in a newspaper article, identify information on a sign). (IL:D:1)

* Use primary source material to describe a person, place, thing or event (e.g., oral history, diary entries, photos, news articles, video files.) (IL:D:4)
  + Stover, Lynn Farrell. "Library Lessons: Discover Primary & Secondary Sources" (A Lewis & Clark Lesson). *Library Sparks*, November, 2004, p. 15-21

* Use the following reference sources to find information: (IL:D:5)
  1. Dictionary (e.g., keywords, entry, parts of speech, definition);
  2. Encyclopedia (e.g., keywords, entry, charts and graphs);
  3. Maps (e.g., locate cities, states, countries).
  4. [almanacs (e.g., table of contents, index)]

Games:

* *Answer This…*
* *Research Hound*
* *Name That Source*
* *Brain Quest 4*

* Take simple notes and organize information into a logical sequence. (IL:E:6)

* Make a list of resources used. (IL:E:7)

**CommonSense**

Respecting Creative Work

* Whose Is It, Anyway?
  + Define plagiarism and describe consequences.
  + Understand how giving credit is a sign of respect for other people's work.
  + Learn when it is acceptable to use other people's work, and how to write a citation.

**Cybersmart**

* Ethics and Property
  + Define plagiarism and describe its consequences
  + Explain how the Internet makes copying others' work easy
  + Identify conditions that make copying acceptable
  + Recognize computer files, including Web sites, as property to be respected
  + Explain that behavior in cyberspace should be the same good behavior used in face to face situations
  + Give a example of how the "Golden Rule" can be applied in cyberspace

**Activities / Components**

**CommenSense Media**

* [Whose Is It, Anyway?](http://www.commonsensemedia.org/sites/default/files/digital-citizenship/K-5-RespectingWork-WhoseIsItAnyway-LessonPlan.pdf)

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| --- | --- |
| * + 1. Experience the feeling of having another person pretend to have written something students created.     2. Judge whether or not different situations involving schoolwork and copying others' work are acceptable     3. Learn proper ways to use other people's work from the Internet.     4. Practice writing citations | * + 1. [Okay or no Way! Student handout](http://www.commonsensemedia.org/sites/default/files/digital-citizenship/K-5-RespectingWork-WhoseIsItAnyway-OkNoWay-Handout.pdf)     2. [Respecting People's Work student handout](http://www.commonsensemedia.org/sites/default/files/digital-citizenship/K-5-RespectingWork-WhoseIsItAnyway-RespectingPeoplesWork-Handout.pdf) |

* + Paraphrase a passage from the Internet, provide a citation, and judge another student's passage to make sure it's in their own words.
  + Homework: Watch a video clip of a song with a family member and judge whether or not it is plagiarized from other songs.

**CyberSmart**

* Ethics and Property

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| --- | --- |
| 1. [Whose Is It, Anyway?](http://cybersmartcurriculum.org/mannersbullyingethics/lessons/4-5/whose_is_it_anyway/) | 1. [Whose Is It, Anyway? student handout](http://cybersmartcurriculum.org/assets/files/activitysheets/4-5/Whose_Is_It_Anyway.pdf) |

* Students explore the concept of property and learn to use hardware, networks, and intellectual property ethically.

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| --- | --- |
| 1. [Do the Right Thing](http://cybersmartcurriculum.org/mannersbullyingethics/lessons/4-5/do_the_right_thing/) | 1. [Do the Right Thing student handout](http://cybersmartcurriculum.org/assets/files/activitysheets/4-5/Do_The_Right_thing.pdf) |

* Students learn that they should apply the same ethical principles in cyberspace that guide them in face-to-face situations.

**Additional Resources**

**BrainPOP**

[**Plagiarism**](http://www.brainpop.com/english/writing/plagiarism/preview.weml)

You know that stealing someone else’s property is wrong, but what about stealing words or ideas? In this BrainPOP movie, Tim and Moby introduce you to the thorny concept of plagiarism. You’ll learn about the most basic forms of plagiarism, like copying and pasting someone else’s words directly into your own work. But you’ll also learn why many students wind up plagiarizing without meaning to! You’ll discover why plagiarism is taken so seriously by teachers and professors, and hear some tips you can use to avoid it. Finally, you’ll learn the basics of citing sources and paraphrasing other authors.

<http://www.brainpop.com/english/writing/plagiarism/preview.weml>

**Paraphrasing**

Terrified of taking notes? In this BrainPOP movie, Tim and Moby introduce you to the skill of paraphrasing. You’ll learn how paraphrases are different from direct quotes, and two reasons why you might need to paraphrase a text. Find out the four steps to writing a good paraphrase, and how you can make sure you avoid plagiarism. You’ll also learn what plagiarism is and how to keep from doing it. Plus, you’ll discover two characteristics of an effective paraphrase. So, go ahead--say it in your own words!

<http://www.brainpop.com/english/writing/paraphrasing/preview.weml>

**Copyright**

Welcome to the exciting world of copyright! In this BrainPOP movie, Tim and Moby will teach you the basics of U.S. copyright law. First, you’ll find out what a copyright is, and learn which types of work it protects. You’ll also see some examples of the rights extended to the author of a creative work like a book, song, or piece of art. In addition, you’ll discover what happens to a copyright once it expires. Tim will also teach you a bit about fair use, which allows people to use copyrighted works without permission. It’s a tricky but really important subject, so log in and check it out!

<http://www.brainpop.com/english/writing/copyright/preview.weml>

Grade 5

Ohio Library Guidelines

* Use a variety of library material formats to answer questions and solve problems. (IL:A:4)

* Understand that there are conditions where information cannot be used (e.g., copyright restrictions on the use of cartoon characters; copying a classmate's project). (IL:D:3)

* Distinguish between relevant and irrelevant information in an information source (e.g., information matches question to be answered, facts apply to the topic). (IL:D:4)

* Apply primary and secondary sources to investigate a person, place, thing or event, and identify each source as primary or secondary. (IL:D:5)

* Locate information in references sources, including: (IL:D:6)
  1. Subject-specific dictionaries and encyclopedias (e.g., animals, authors, presidents, science, space);
  2. Atlas/Globe;
  3. Almanac;
  4. Thesaurus.
  + Games:
    - *Answer This…*
    - *Research Hound*
    - *Name That Source*
    - *Brain Quest*

* Use peer -evaluation techniques and authentic assessments to analyze information. (IL:E:5)

* Skim, take notes, paraphrase and organize information using graphic organizers. (IL:E:6)

* Create a list of resources using a simple bibliographic format. (IL:E:7)

* Identify information on the Web site (e.g., URL extensions, author, title, date produced, special features (images, puzzles, activities), products, services, resources). (TL:B:5)

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**Activities / Components**

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<http://www.brainpop.com/english/writing/copyright/preview.weml>

Grade 6

Ohio Library Guidelines

* Understand the concept of intellectual property (e.g., author's ownership of work). (IL:A:8)

* Determine that information located can be used legally and choose appropriately (e.g., locate copyright information for print and graphic information and check for copyright restrictions). (IL:D:2)

* Use peer-evaluation techniques and authentic assessments to analyze information. (IL:E:7)

* Take notes, organize information into logical sequence and create a draft product (e.g., report, research paper, presentation). (IL:E:8)

* List information sources used in a district-adopted or teacher-prescribed format (e.g., Modern Language Association, American Psychological Association). (IL:E:9)

* Evaluate Web information for (TL:B:4)
  1. Author's expertise;
  2. Accuracy of information presented;
  3. Parameters of coverage;
  4. Currency of information.

**Commonsense Media**

Respecting Creative Work

* A Creator's Rights
  + Understand the meaning of copyright, fair use, and the rights they have as creators.

CyberSmart

* Ethics and Property
  + Give examples of copying original works that involve the Internet
  + Explain that the right to earn a living is protected by copyright laws but that fair uses are allowed for students
  + Describe basic rules for avoiding plagiarism
  + Define hacking and identify as illegal

**Activities / Components**

**CommonSense Media**

* [A Creator's Rights](http://www.commonsensemedia.org/sites/default/files/digital-citizenship/RespectingWork-CreatorsRights-LessonPlan.pdf)

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| --- | --- | --- |
| 1. View *Intro Video - Credit for Creative Work* 2. Explore copyright history of "happy Birthday" 3. Create an original happy birthday song | 1. [Teacher Backgrounder](http://www.commonsensemedia.org/sites/default/files/digital-citizenship/RespectingWork-CreatorsRights-Backgrounder.pdf) 2. [*Intro Video - Respecting Creative Work*](http://www.commonsensemedia.org/educators/lesson/creators-rights-6-8) 3. [411 Creators student handout](http://www.commonsensemedia.org/sites/default/files/digital-citizenship/RespectingWork-CreatorsRights-411Creators-Handout.pdf) (student) 4. [411 Creators student handout](http://www.commonsensemedia.org/sites/default/files/digital-citizenship/RespectingWork-CreatorsRights-411Creators-HandoutTeacher.pdf) (teacher) 5. [The Truth About "Happy Birthday" student handout](http://www.commonsensemedia.org/sites/default/files/digital-citizenship/RespectingWork-CreatorsRights-HappyBirthday-Handout.pdf) | |
| 1. Extension: Become copyright detectives and explore Creative Commons licensing | | 1. [Copyright detectives student handout](http://www.commonsensemedia.org/sites/default/files/digital-citizenship/RespectingWork-CreatorsRights-CopyrightDetectives-Handout.pdf) (student) 2. [Copyright Detectives student handout](http://www.commonsensemedia.org/sites/default/files/digital-citizenship/RespectingWork-CreatorsRights-CopyrightDetectives-HandoutTeacher.pdf) (teacher) |

* Homework: Apply knowledge of copyright to a movie.

**CyberSmart**

* Ethics and Property

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| --- | --- |
| [Considering Copying](http://cybersmartcurriculum.org/mannersbullyingethics/lessons/6-8/considering_copying/) | * + 1. [Considering Copying Student handout](http://cybersmartcurriculum.org/assets/files/activitysheets/6-8/Considering_Copying.pdf) |

* + Students consider possible ways to copy others' works using the Internet and learn that many forms of copying are illegal or unethical.